

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - 9780618998807		Publisher Houghton Mifflin Company		Provided by the Publisher
	Kentucky Experience Science Comprehensive Package				
	Type - P2	Author - Badders, Carnine, Jeanpierre, Feliciani, Sumners, Valentino, Poore			
	Copyright - 2009	Edition - 1st	Readability - 4.84 SSR Spache		
	Course - Elementary Science		Grade(s) - 5		
	Teacher Edition ISBN if applicable			978061	

<b>Overall Recommendation:</b>	<input checked="" type="checkbox"/> <b>Recommended as Basal</b>
<b>Overall Strengths, Weaknesses, Comments:</b>	
There is moderate evidence to support the Kentucky Program of Studies at 5 <sup>th</sup> grade level. However, there are problems with the structure of student text and TE Assessment was limited as well. See notes on P1.	
<b>CRITERIA</b> This basal resource ...	
<b>A. Encompasses KY Content Standards &amp; Grade Level Expectations</b>	<input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Little or No Evidence
<input type="checkbox"/> Text is designed to be used in an elective course outside the Program of Studies	
<b>1) Includes the 7 Big Ideas of science to the following extent:</b>	
a) Structure and Transformation of Matter	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
b) Motion and Forces	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
c) The Earth and the Universe	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A
d) Unity and Diversity	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
e) Biological Change	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
f) Energy Transformation	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
g) Interdependence	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
<b>2) Addresses content-specific enduring</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A

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<b>understandings from the related Program of Studies standards.</b>	
<b>3) Addresses content-specific skills and concepts from the related Program of Studies standards.</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
<b>4) Content addressed is current, relevant and non-trivial</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
<b>5) Provides opportunities for critical thinking/reasoning</b>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A
<b>6) Strengths, Weaknesses, Comments:</b> <ul style="list-style-type: none"> <li>Specific strengths-which areas/concepts are covered exceptionally well?</li> <li>Specific weaknesses-which areas/concepts would likely require supplementing?</li> </ul>	
Does not include sufficient opportunities for critical thinking skills other than a few open response items in the KCCT Prep book. Several activities do not promote higher-level thinking.	
<b>B. Functionality &amp; Suitability</b>	<input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Little or No Evidence
<b>1) Suitability</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
<ul style="list-style-type: none"> <li>Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.</li> </ul>	
<b>2) Content quality</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A
<ul style="list-style-type: none"> <li>Free from factual errors</li> <li>Content is presented conceptually when possible—more than a mere collection of facts</li> <li>Content included accurately represents the knowledge base of the discipline</li> <li>Theories/scientific models contained represent a broad consensus of the scientific community</li> </ul>	
<b>3) Connections to Literacy</b> <i>Note: may apply to either student or teacher editions</i>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little
<ul style="list-style-type: none"> <li>Employs a variety of reading levels and is grade/level appropriate</li> <li>Contains pre, during, post reading activities</li> <li>Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.</li> <li>Student text provides opportunity to integrate reading and writing</li> <li>Uses vocabulary that is age and content appropriate</li> <li>Focuses on critical vocabulary vs. extensive lists</li> <li>Identifies key vocabulary through definitions in both text and glossary</li> </ul>	

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<ul style="list-style-type: none"> <li>Engaging text- does the text facilitate learning?</li> <li>Does understanding the text require having performed the imbedded activities?</li> </ul>	
<b>4) Connections to Technology</b>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little
<ul style="list-style-type: none"> <li>Integrates technology and reflects the impact of technological advances</li> <li>Uses technology in the collection and/or manipulation of authentic data</li> </ul>	
<b>5) Support for Diverse Learners</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little
<ul style="list-style-type: none"> <li>Provides support for ESL students</li> <li>Provides support for differentiation of instruction in diverse classrooms</li> </ul> <p><i>Note: may apply only to teacher edition</i></p>	
<b>6) Strengths, Weaknesses, Comments:</b> <ul style="list-style-type: none"> <li>Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.</li> </ul>	
Appears to have little support for differentiation in diverse classrooms other than the leveled trade books.	
<b>C. Supports Inquiry and Skill Development</b>	<input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Little or No Evidence
<b>1) Promotes Inquiry, research and Application of Learning</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little
<ul style="list-style-type: none"> <li>Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.</li> <li>Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)</li> <li>Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.</li> <li>Provides opportunities for application of learned concepts.</li> <li>Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.</li> <li>Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.</li> </ul> <p><i>Note: may apply to either teacher or student edition</i></p>	
<b>2) Skill Development</b>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little
<ul style="list-style-type: none"> <li>Provides opportunities to make sense of data</li> <li>Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)</li> <li>Provides opportunities to examine a range of types of evidence</li> </ul>	

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- Contains embedded activities (or extensions) that emphasize use of technology for problem solving  
*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

Did not see evidence of opportunities for inquiry and research that includes some of the activities mentioned above in part 1, bullet 1.

**D. Supports Best Practices of Teaching and Learning**

- ☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Engages Students**

☐ Strong   ☒ Moderate   ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated  
*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☐ Strong   ☐ Moderate   ☒ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels  
*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

See B6 comment.

**E. Has an Organization/ Format that Supports Learning and Teaching**

- ☐ Strong Evidence  
☐ Moderate Evidence  
☒ Little or No Evidence

**1) Organizational Quality**

☐ Strong   ☐ Moderate   ☒ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence

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- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☐ Strong ☒ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Did not see evidence of various forms of media. Also, the type size in the resource book was not appropriate for 5<sup>th</sup> grade.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Does not coordinate teacher resources easily with the TE or the student edition.